	Palmer School of Library & Information Science
LIU LONG ISLAND UNIVERSITY	**LIS 511 Information Sources and Services**
	Spring 2018
	Instructor: Prof. J. Fernando Peña

Time and Place
Completely online, over 14 weeks from January 22 to May 9, 2018, with 3-4 optional virtual meetings (exact dates and times to be announced).

All lessons in this online course will be delivered asynchronously via Blackboard. Weekly modules will begin on Monday (unless otherwise noted on the syllabus and on Blackboard) and will end on the following Sunday, 11:59 p.m. Eastern Standard Time. Students should plan to complete all assignments for each weekly module by Sunday (unless otherwise noted on Blackboard) if they expect to receive full credit; late written exercises and discussion board posts will be accepted but will not receive full credit.

Contact Information and Office Hours
Bobst Library, NYU, Suite 937, 70 Washington Square South, New York, N.Y. 10012; tel. (212) 998-2681, email fernando.pena@liu.edu, mobile (646) 721-7680. Email communication or texting is always preferable to telephone.

Office Hours: Mondays and Wednesdays 3-5 p.m. at my NYU/Bobst office, and preferably by appointment. Also available on other days and times and occasionally at the C.W. Post Campus.

Course Description
This course will tackle the philosophy, process and techniques of information services, primarily in library settings. It will provide an overview of information access and delivery, the types of resources and formats used in information services, the management and evaluation of sources and services, and information-seeking processes and behaviors.

Course Learning Objectives and Palmer School Learning Goals
This course, which focuses on reference sources and services in library and information center settings, addresses several Palmer School learning goals and subsidiary student learning objectives (SLOs):

- SLO 1A: "Demonstrate understanding of the ethics and values of the library and information science professions" (through Assignment 3 on case studies).
- SLO 3A: "Utilize information sources and services to meet the needs of diverse populations" (through Assignment 5 pathfinder/libguide).
- SLO 3B: "Design and deliver information programs to meet the needs of specific users" (through Assignment 4 plan for reference services).

Required Textbook and Other Course Readings
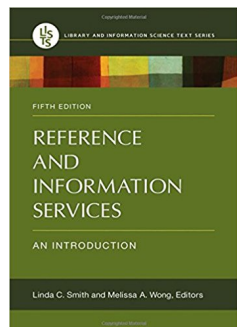
Linda C. Smith & Melissa A. Wong, editors. *Reference and Information Services: An Introduction*. 5th ed. Westport, Conn.: Libraries Unlimited, 2016.

Other readings and materials will be made available on Blackboard.

Assessments and Final Grade

Students will be required to complete five written assignments, contribute to online discussion boards, create wiki libguides on basic reference sources working in student groups, and comment on each other's group-generated libguides (see summary table below and end of syllabus for detailed assignment descriptions, due dates, and weight towards final grade). For full credit, all written assignments must be submitted online in a timely manner and in a professionally appropriate form.

Assignment Description	Points Allotted
Class Participation (Discussion Boards and Other Online Work) Contribute to at least nine of 10 discussion boards, including feedback on at least three of five wiki libguides on standard reference sources created by students working in assigned groups *Various due dates throughout 14 weeks (posts or comments due on Sunday, 11:59 p.m. at the end of each week unless otherwise noted on Blackboard, although posting early during the week is strongly encouraged)*	**20 points**
Five Treasure Hunt Exercises on Standard Reference Sources *Various due dates throughout semester (Feb. 19, Feb. 26, March 19, March 26, and April 9)*	**10 points**
Five Assignments *Various due dates* (full assignment descriptions in Appendix A at end; all should be submitted via Blackboard links or in the manner described)	**(65 points)**
Assignment 1: Searching Information Retrieval Systems *Due by end of week 3 (Feb. 11)) (optionally upload to digital portfolio under SLO 2B)*	**10 points**
Assignment 2: Observation of Reference Services in a Library or Information Center *Due by end of week 5 (Feb. 25)*	**10 points**
Assignment 3: Case Studies in Libraries and Information Centers *Due by end of week 7 (March 11) (upload to digital portfolio under SLO 1A)*	**10 points**
Assignment 4: Plan for Reference Services in a Library or Information Center *Due by end of week 10 (April 8) (upload to digital portfolio under SLO 3B)*	**15 points**
Assignment 5: Pathfinder/Libguide *Draft by beginning of week 13 (April 23), final due by end of week 14 (May 6) (upload to digital portfolio under SLO 3A)*	**20 points**
Participation in Group Wiki Libguide Assignment on Standard Reference Sources *Various due dates throughout semester (Feb. 19, Feb. 26, March 19, March 26, and April 9)* (full group assignment description in Appendix A)	**5 points**
TOTAL	**100 points (= 100%)**

Class Participation

Because so much of the work for the class will take place during meeting times and because collaboration is the usual mode of work in libraries, attendance and participation in this course is very important and constitutes 20% of the final grade. There will be extensive use of group work during class and in some assignments.

Students who miss more than two class meetings cannot expect to receive full credit. Those who plan to miss any session should let the instructor know well ahead of time in order to schedule a make-up session or to complete extra work as necessary. Students may also occasionally be asked to turn in

exercises completed during class, and these will count toward the participation portion of the final grade.

Planning Your Time
The State of New York mandates that a three-credit, for-credit course require a minimum of about 150 hours. This is a rigorous, professional, graduate course. Students should prepare to spend more than 150 hours to get full benefit from the course. For assignments that are intermittent, students should divide their time weekly so that they are not overwhelmed by the occasional fast paced schedule and due dates of graded assignments. For planning purposes, students may find the estimations of average time commitments below helpful.

Discussion boards (10 weeks x 2 hours/week)	20 hours
Weekly readings (14 weeks x 6 hours/week)	84 hours
Five written assignments (5 x 8 hours each)	40 hours
Five treasure hunt exercises (5 x 2 hours each)	10 hours
Group wiki libguide on standard reference sources	5 hours
Total	159 hours

(average approx. 11.4 hours/week)

Grading
Assignments and exercises in this class will be graded according to the following guidelines:

Letter Grade	GPA	Percentage Score	Definition
A	4.0	93-100%	*Outstanding achievement.* Student performance demonstrates full command of course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.
A-	3.7	90-92%	*Very good work.* Performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.
B+	3.3	87-89%	*Good work.* Performance demonstrates above-average comprehension of course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).
B	3.0	83-86%	*Adequate work.* Performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).
B-	2.7	80-82%	*Marginal work.* Performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).
C+	2.3	77-79%	*Unsatisfactory work.* Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.
C	2.0	70-76%	*Unacceptable work.* Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.
F	0.0	0-69%	*Failing.* Student failed to turn in assignment(s) or plagiarized.

Palmer School Incomplete Grade Policy
In rare circumstances, LIU Post grade policy allows for incomplete grades "when, due to extenuating circumstances, a student needs additional time to complete a course." To request an incomplete, students are required to submit a written form and include a description of the extenuating circumstances along with appropriate documentation (e.g., a doctor's note). Requests must be approved both by their professor and by the dean of the College of Education, Information & Technology (CEIT) before the incomplete grade is assigned according to LIU Post policies.

Citation Formats
Use current Modern Language Association (MLA) formats consistently for all assignments. Note that the new formats discourage extensive footnotes and generally call for citations within a text that refer to a list of sources at the end of the paper. Examples of the MLA format can be found online, most conveniently at http://owl.english.purdue.edu/owl/section/2/. Examples of MLA formatting can also be found at http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm.

Regarding plagiarism, see http://owl.english.purdue.edu/owl/resource/589/02/. If you have questions about plagiarism, ask the instructor for help before turning in questionable material. LIU's policies on plagiarism can be found at http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm.

Style Manual
If you have questions about grammar or want to ensure that your style is clear, effective, and readable, see William Strunk, Jr.'s *The Elements of Style*, online through http://www.bartleby.com/141/. This succinct work is available cheaply in used copies at many used book stores or online.

Students with Disabilities or Special Needs
Please do not hesitate to contact the instructor via email or in person early in the semester to discuss any modifications that may be necessary to accommodate special needs.

WEEKLY SCHEDULE OF CLASSES AND ASSIGNMENTS

Week 1 (Jan. 22-28)   Introduction and Overview_____

- History of reference services
- Functions of reference services in libraries and information centers
- Skill sets of reference and user services librarians

Readings:

- Smith & Wong, chapter 1
- Samuel S. Green, "Personal relations between librarians and readers." Originally published in *Library Journal* 1, nos. 2-3 (1876): p. 74-81.
  http://polaris.gseis.ucla.edu/jrichardson/DIS245/personal.htm
- Abigail Geiger (Pew Research Center), "Most Americans—especially Millennials—say libraries can help them find reliable, trustworthy information" (August 30, 2017).
  http://www.pewresearch.org/fact-tank/2017/08/30/most-americans-especially-millennials-say-libraries-can-help-them-find-reliable-trustworthy-information/
- Pew Research Center, "Library services in the digital age" [report] (2013).
  http://libraries.pewinternet.org/2013/01/22/library-services/
- Reference & User Services Association (RUSA), "Definitions of reference."
  http://www.ala.org/rusa/resources/guidelines/definitionsreference
- RUSA, "Professional competencies for reference and user services librarians" (2003).
  http://www.ala.org/rusa/resources/guidelines/professional

Week 2 (Jan. 29-Feb. 4)   Reference Tools and Strategies _____

- ALA and RUSA resources
- Major online reference tools
- Basic search strategies

Due by end of week (Sunday, Feb. 4):
  ➢ *Discussion boards 1.1-1.2 (introductions etc.)*

Readings:

- Smith & Wong, chapter 15
- Margaret Landesman, "Getting it right—the evolution of reference collections." *The Reference Librarian* no. 91/92 (2005): 5-22.
- Thomas Mann, "Boolean combinations and search limitations." In *The Oxford Guide to Library Research* (3rd ed.; Oxford & New York: Oxford University Press, 2005): p. 153-175.
- John Tedesco, "How to solve impossible problems: Daniel Russell's awesome Google search techniques" (Accessed 9/2/2015).
  http://www.johntedesco.net/blog/2012/06/21/how-to-solve-impossible-problems-daniel-russells-awesome-google-search-techniques/

Supplemental Materials (skim/browse):

- Booklist Online [free online reviews of books, including reference books]
  http://www.booklistonline.com/Default.aspx
- Guide to Reference [ALA's reviews of reference books since 1902, once online but now only available in print] http://www.alastore.ala.org/detail.aspx?ID=10983

- Internet Archive ["a non-profit library of millions of free books, movies, software, music, and more"] https://archive.org/index.php
- No Shelf Required [Wright State University Libraries blog about eBooks and electronic library resources, including reference books] http://www.libraries.wright.edu/noshelfrequired/

Week 3 (Feb. 5-11)   The Reference Interview_____

- The reference interview and best practices
- E-reference, virtual reference, etc.
- Organizing and delivering reference services

Due by end of week (Sunday, Feb. 11):
  ➢ *Assignment 1 (searching information retrieval systems) (upload via Blackboard link)*

Readings:
- Smith & Wong, chapters 3 and 6
- Power Library (Pennsylvania's Electronic Library) and Washington Statewide VRS Training Committee, "Core competencies for virtual reference."
- RUSA, "Guidelines for behavioral performance of reference and information service providers" (1996-2013). http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral
- RUSA, "Guidelines for implementing and maintaining virtual reference services" (2004-2010). http://www.ala.org/rusa/resources/guidelines/virtrefguidelines
- Sharon Q. Yang and Heather A. Dalal, "Virtual reference: where do academic libraries stand?" *Computers in Libraries* 35/4 (2015): p. 4-10.

Supplemental Materials (skim/browse):
- Tammy Bobrowsky et al., "The chat reference interview: practicalities and advice." *The Reference Librarian* no. 89/90 (2005): p. 179-191.
- Joel Cummings et al., "User preferences in reference services: virtual reference and academic libraries." *Libraries and the Academy* vol. 7, no. 1 (2007): p. 81-96.
- Taryn Resnick et al., "E-resources helpdesk into virtual reference: indentifying core competencies." *Reference Services Review* vol. 39, no. 3 (2010): p. 347-359.
- Linda Ward-Callaghan, "Children's questions: reference interviews with the young." *Reference Librarian* 2, no. 7/8 (1983): p. 55-65.

Week 4 (Feb. 12-18)   Ethical Issues in Reference Work; Selecting and Evaluating Resources

- Ethical issues in reference work
- General evaluation criteria for information sources

Due by end of week (Sunday, Feb. 18):
- ➢ *Discussion board 2 (reference ethics case studies)*

Readings:
- Smith & Wong, chapters 2 and 13
- Robert C. Dowd, "I want to find out how to freebase cocaine, or yet another unobtrusive test of reference performance." *The Reference Librarian* 11 (1990): p. 483-493.
- Robert Hauptman, "Professionalism or culpability?" *Wilson Library Bulletin* vol. 50 (April 1976): p. 626-627.
- Kay Mathiesen, "What is information ethics?" *Computers and Society* vol. 32/8 (2004).
- RUSA, "Guidelines for the introduction of electronic information resources to users" (1997-2006). http://www.ala.org/rusa/resources/guidelines/guidelinesintroduction
- RUSA, "Guidelines for the preparation of a bibliography" (1992-2010). http://www.ala.org/rusa/resources/guidelines/guidelinespreparation

Week 5 (Feb. 19-25)   Bibliographies, Indexes and Abstracts Reference Resources

- Universal and national bibliographies
- Indexes to periodical literature and newspapers and discipline-specific electronic indexes
- Web indexes and reviews of websites

Due at beginning of week (Monday, Feb. 19):
- ➢ *Group 1 wiki on reference sources for the week and their "treasure hunt" answers*
- ➢ *Treasure hunt exercise 1 (upload via Blackboard link)*

Due at end of week (Sunday, Feb. 25):
- ➢ *Assignment 2 (observation of reference services) (upload via Blackboard link)*

Due middle of next week (Wednesday, Feb. 28):
- ➢ *Discussion board 3 (student comments to Group 1 wiki and "treasure hunt" answers)*

Readings:
- Smith & Wong, chapters 16 and 17

Supplemental Materials (skim/browse):
- Best Free Reference Web Sites [index of outstanding reference websites compiled annually by RUSA] http://www.ala.org/rusa/awards/etsbestindex
- Internet Public Library [free reviews of educational resources on the internet, still available but no longer updated since June 2015] http://www.ipl.org/
- Scout Report [weekly subscription report with reviews of educational resources on the Internet] https://scout.wisc.edu/report

Week 6 (Feb. 26-March 4)   "Ready-Reference" Resources_____

- Dictionaries and encyclopedias
- Directories, almanacs and contemporary usage
- Handbooks, manuals and yearbooks

Due at beginning of week (Monday, Feb. 26):
  - ➢ *Group 2 wiki on reference sources for the week and their "treasure hunt" answers*
  - ➢ *Treasure hunt exercise 2 (upload via Blackboard link)*

Due middle of next week (Wednesday, March 7):
  - ➢ *Discussion board 4 (student comments to Group 2 wiki and "treasure hunt" answers)*

Readings:
- Smith & Wong, chapters 18 and 19
- John W. East, "The Rolls Royce of the library reference collection: the subject encyclopedia in the age of Wikipedia." *Reference & User Services Quarterly* vol. 50, no. 2 (2010): p. 162-169.
- David A. Tyckoson, "From Print to E-Reference." In Diane Zabel, ed., *Reference Reborn: Breathing New Life into Public Services Librarianship.* Santa Barbara, Calif.: Libraries Unlimited, 2011: p. [217]-235.
- Christy Zlatos, "It's free, it's interactive, and it's available to all: embracing Wikipedia at the reference desk and beyond." In Marie L. Radford, ed., *Leading the Reference Renaissance: Today's Ideas for Tomorrow's Cutting-Edge Services.* New York: Neal-Schuman Publishers, 2012: p. 333-346.

Supplemental Materials (skim/browse):
- New York State Library. Selected Ready Reference Resources (last undated 8/29/2017) http://www.nysl.nysed.gov/reference/readyref.htm

Week 7 (March 5-11)   Reference Services to Specific Populations_____

- Tailoring reference and public services to specific populations
- Creating services for youth, the elderly, and underrepresented groups

Due by end of week (Sunday, March 11):
  - ➢ *Discussion board 5 (idea/proposal for assignment 4; actual assignment due in week 10)*
  - ➢ *Assignment 3 (ethical case studies) (upload via Blackboard link)*

Readings:
- Smith & Wong, chapters 10-12
- International Federation of Library Associations (IFLA), "Guidelines for Library Services for Young Adults" (1996). https://www.ifla.org/files/assets/libraries-for-children-and-ya/publications/ya-guidelines2-en.pdf
- RUSA, "Guidelines for the development and promotion of multilingual collections and services" (2007). http://www.ala.org/rusa/resources/guidelines/guidemultilingual
- RUSA, "Guidelines for library and information services to older adults" (1987-2008). http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/60plusGuidelines2017.pdf
- RUSA, "Guidelines for library services to Spanish-speaking library users" (1988-2007). http://www.ala.org/rusa/resources/guidelines/guidespanish

REMINDER: NO CLASS OR HOMEWORK DURING SPRING BREAK, MARCH 12-18

Week 8 (March 19-25)   Biographical, Genealogical and Geographical Resources_____

- *Who's Who* directories and biographical dictionaries
- Genealogical resources
- Atlases, maps, and other geographical resources
- Primary and archival resources

Due at beginning of week (Monday, March 19):
- ➢ *Group 3 wiki on reference sources for the week and their "treasure hunt" answers*
- ➢ *Treasure hunt exercise 3 (upload via Blackboard link)*

Due by end of week (Sunday, March 25):
- ➢ *Topic proposal for assignment 5 (pathfinder/libguide); draft of actual assignment due at beginning of week 13 (April 17)*

Due middle of next week (Wednesday, March 28):
- ➢ *Discussion board 6 (student comments to Group 3 wiki and "treasure hunt" answers)*

Readings:
- Smith & Wong, chapters 20, 21 and 27
- RUSA, "Guidelines for a unit or course of instruction in genealogical research at schools of library and information science" (1995-2007).
  http://www.ala.org/rusa/resources/guidelines/guidelinesunit
- RUSA, "Guidelines for developing a core genealogy collection" (1991-2007).
  http://www.ala.org/rusa/resources/guidelines/guidelinesdeveloping

Week 9 (March 26-April 1)   Government Information and Data and Statistics Resources____

- Government-published resources (e.g., *Congressional Record*, U.S. Census Reports, etc.)
- Guides, catalogs, bibliographies and indexes of government resources
- Non-governmental data sets and statistical resources

Due at beginning of week (Monday, March 26):
- ➢ *Group 4 wiki on reference sources for the week and their "treasure hunt" answers*
- ➢ *Treasure hunt exercise 4 (upload via Blackboard link)*

Due middle of next week (Wednesday, April 4):
- ➢ *Discussion board 7 (student comments to Group 4 wiki and "treasure hunt" answers)*

Readings:
- Smith & Wong, chapters 22 and 23

Week 10 (April 2-8)   Managing and Evaluating Reference Services_____

- Reference services policies
- Professional standards
- Assessing and evaluating reference services

Due by end of week (Sunday, April 8):
- ➢ *Discussion board 8 (management case studies)*
- ➢ *Assignment 4 (plan for reference services) (upload via Blackboard link)*

Readings:
- Smith & Wong, chapters 5, 7-9
- Jonathan Miller, "Quick and easy reference evaluation: gathering users' and providers' perspectives." *Reference and User Services Quarterly* 47/3 (2008): p. 218-222.
- Reference and Adult Services Division (RASD) of ALA, "Information services policy manual: an outline." *RQ* vol. 34, no. 2 (1994): p. 165-172.
- RUSA, "Guidelines for cooperative reference services" (1998-2006). http://www.ala.org/rusa/resources/guidelines/guidelinescooperative
- RUSA, "Guidelines for interlibrary loan operations management" (2006-2011). http://www.ala.org/rusa/sites/ala.org.rusa/files/content/stars-guidelines-for-ILL.pdf
- RUSA, "Professional competencies for reference and user services librarians" (2003). http://www.ala.org/rusa/resources/guidelines/professional
- Gary E. Strong, "If we change it, will they come?" *Reference Services Review* vol. 34/3 (2006): p. 333-339.

Supplemental Materials (skim/browse):
- David A. Tyckoson, "Wrong questions, wrong answers: behavioral vs. factual evaluation of reference services." *Reference Librarian* 17, no. 38 (1992): 151-173.

Week 11 (April 9-15)   Health, Business and Legal Resources_____

- Standard health, legal, and business resources
- Health, legal, and business resources and related ethics

Due at beginning of week (Monday, April 9):
- ➢ *Group 5 resource/wiki on reference sources for the week and "treasure hunt" answers*
- ➢ *Treasure hunt exercise 5 (upload via Blackboard link)*

Due middle of next week (Wednesday, April 18):
- ➢ *Discussion board 9 (student comments to Group 5 wiki and their "treasure hunt" answers)*

Readings:
- Smith & Wong, chapters 25, 26 and 28
- RUSA, "Guidelines for business information responses" (1992-2013). http://www.ala.org/rusa/resources/guidelines/business
- RUSA, "Health and medical reference guidelines" (1992-2015). http://www.ala.org/rusa/resources/guidelines/guidelinesmedical

Week 12 (April 16-22)   The Role of Instruction in Library Public Services_____

- Information literacy
- Teaching and reference
- Using primary and secondary sources in instruction

No Assignments Due This Week

Readings:
- Smith & Wong, chapter 4
- Janet L. Balas, "Information literacy and technology—they work best when they work together." *Information Today* (May 2006): p. 26-29.

Supplemental Materials (skim/browse):
- ACRL, Information Literacy Resources http://www.ala.org/acrl/issues/infolit
- Yvonne Mery et al., "Why one-shot information literacy sessions are not the future of instruction: a case for online credit courses." *College & Research Libraries* (July 2012): p. 366-377.
- RUSA, "Information literacy guidelines and competencies for undergraduate history students" (2013). http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/information-literacy-guidelines-history-undergrad.pdf

Week 13 (April 23-29)   Student Pathfinders/LibGuides_____

- Short student presentations on pathfinders/libguides

Due at beginning of week (Monday, April 23):
  ➢ *Draft of Assignment 5 (pathfinder/libguide)*

Readings:
- Smith & Wong, chapter 13 [also for week 4]
- RUSA, "Guidelines for the preparation of a bibliography" (1992-2010) [also for week 4] http://www.ala.org/rusa/resources/guidelines/guidelinespreparation

Supplemental Materials (skim/browse):
- Examples of LIU/C.W. Post libguides http://liu.cwp.libguides.com/
- Examples of NYU Libraries libguides http://guides.nyu.edu/
- Purdue University Libraries, "Creating and Editing LibGuides Best Practices: Getting Started" http://guides.lib.purdue.edu/c.php?g=352818&p=2377944

Week 14 (April 30-May 6)   The Future of Reference Sources and Services

- Where do we go from here?
- What does the future hold?
- Prospects and possibilities

Due at end of week (Sunday, May 6):
- ➢ *Discussion board 10 (student comments on each others' pathfinders/libguides)*
- ➢ *Final and updated Assignment 5 (based on comments from fellow students)*

Readings:
- Smith & Wong, chapter 29
- Sally W. Kalin, "What skills are needed for the next generation of librarians?" In Diane Zabel, ed., *Reference Reborn: Breathing New Life into Public Services Librarianship.* Santa Barbara, Calif.: Libraries Unlimited, 2011: p. [281]-298.
- Jack O'Gorman and Barry Trott, "What will become of reference in academic and public libraries?" *Journal of Library Administration* 49 (2009): p. 327-339.
- Marie L. Radford, "Envisioning and creating reference futures." In Marie L. Radford, ed., *Leading the Reference Renaissance: Today's Ideas for Tomorrow's Cutting-Edge Services.* New York: Neal-Schuman Publishers, 2012: p. 11-16.
- Judith A. Wolfe et al., "The role of the academic reference librarian in the learning commons." *Reference & User Services Quarterly* vol. 50, no. 2 (2010): p. 108-113.

Group Wiki Libguide on Standard Reference Sources
Various due dates: beginning of week 5 (Feb. 19), week 6 (Feb. 26), week 8 (March 19), week 9 (March 26), and week 11 (April 9)

a. Collaboratively create an annotated libguide summarizing 25-30 important print, multimedia, and electronic reference sources for the week as selected by group members.

b. Annotate each of these resources and include:
- Format
- Scope
- Authority
- Arrangement
- Attributes and drawbacks
- Outstanding, surprising or unique aspects
- Suggestions for improvement
- Other annotations relevant to the subject area or format and genre of the resource(s)

c. Student groups (assigned during the first couple of weeks of the semester) will use the Blackboard wiki tool to create these annotated resource guides. For help using the Blackboard wiki tool, see https://en-us.help.blackboard.com/Learn/9.1_2014_04/Instructor/080_Collaboration/020_Wikis.

d. Each student group will also complete a short "treasure hunt" exercise (approximately 12-15 questions each) on their reference source genre and post their answers using the Blackboard Wiki tool.

e. All other students will be required to post comments about each group's wikis and answers to treasure hunt exercises and to provide alternative resources that they also find helpful (or not), alternative search strategies to answer treasure hunt questions, etc.

Assignment 1: Searching Information Retrieval Systems (*optionally* upload copy to your digital portfolio for end-of-program assessment for SLO 2B)
Due end of week 3 (Feb. 11) (turn in via Blackboard link)

a. Design a research question concerning a topic that is not too broad (i.e., "the oceans") or too specific (i.e., "the Salton Sea"). You will be given time to consider your research question in-class in advance of the assignment.

b. Establish approximately 4-7 primary keywords for your query.

c. Take this query and enter it in each of the three following types of information retrieval (IR) systems:
- A university or public library online public access catalog (OPAC)
- An academic or scholarly database (e.g., EBSCO, JSTOR, GALE, etc.)
- An internet search engine (e.g., Google, Bing, Yahoo!, Dogpile, etc.)

d. Note the top five "hits" for each system, and collect the retrieved citation information.

e. Based on your findings, refine the search terms as your progress through each IR system to improve the quality and relevance of results retrieved.

f. Develop variable search strategies that are particular to each IR system (e.g., limiting date range or language, format of resource, etc.).

g. In your final paper/essay (approximately 3-5 pages, double-spaced), address each of the following prompts in a multi-part response:
- *Part 1:* Summarize your research question and why it is important or interesting to you.
- *Part 2:* Critique each of the IR systems that you selected, note the original research query and key words that you entered; indicate how the search results in each IR system led to the progressive refinement of your search strategy and search terms; compare and contrast the information resources retrieved from each system; and based on search results, discuss the "depth" of each IR system and its ability to retrieve resources that you judge to be relevant to your research query.
- *Part 3:* Conclude with a robust paragraph (10-12 sentences) that synthesizes the information and resources that you gathered regarding your research question.

Assignment 2: Observation of Reference Services in a Library and Information Center
Due end of week 5 (Feb. 25) (turn in via Blackboard link)

a. Use the criteria outlined in Smith & Wong (pp. 63-97, esp. Box 3.7, "Reference Interview Evaluation Sheet") and in RUSA guidelines ("Guidelines for Behavioral Performance of Reference and Information Service Providers" and "Guidelines for Implementing and Maintaining Virtual Reference Services") to inform your observation of a reference librarian from a library of your choosing.

b. Ask an in-person reference question. Your question should be tailored to the library you have selected and its collections. Carefully observe and document the steps that the reference librarian took in response to your inquiry. You should consider—
- The demeanor, attitude and professionalism of the librarian.
- The librarian/information professional's approach to conducting a reference interview.

c. Also engage in a virtual reference inquiry via email, chat/IM, asklib service, etc. Using the template established above for face-to-face reference interviews and special virtual reference guidelines discussed in class, carefully observe and document the steps followed by the information professional in this virtual interaction.

d. In your paper (approximately 3-4 double-spaced pages), compare and contrast the two reference interactions, and make informed judgments about the advantages or disadvantages of each approach. Your paper should—
- Include at least three direct quotations from the contextualizing resources (textbook, RUSA guidelines, and supplemental resources); and
- Contain a conclusion that synthesizes your experiential process by establishing three "best practices" for reference services in a library and information center.

Assignment 3: Case Studies in Library and Information Centers (upload copy to your digital portfolio for SLO 1A)
Due end of week 7 (March 11) (turn in via Blackboard link)

a. Students will be given several library-related case study scenarios (to be distributed later in class later in the semester), from which they will select three scenarios to consider and examine.

b. For each case study selected, students will do the following in a response paper (approximately 5-6 double-spaced pages total for all three case studies):
- Identify and summarize the primary ethical, legal and/or professional issue(s);
- Consider the ethical, legal and/or professional obligations of the librarian or information professional;
- Reference the specific policy, code of ethics or professional guidelines that informed your analysis and suggested course of action (e.g., ALA Code of Ethics, Library Bill of Rights, RUSA Health and Medical Reference Guidelines, etc.); and
- Support conclusions with direct citations from both the course textbook and additional resources.

Assignment 4: Plan for Reference Services in a Library and Information Center (upload copy to your digital portfolio for SLO 3B)
Due end of week 10 (April 8) (turn in via Blackboard link)

a. Choose a library type (public, academic, school, corporate, medical or special library).

b. Select a growing demographic or underserved patron population ("growing demographic" can refer to an ethnic population, a generational population, or cultural population; "underserved" can refer to a variety of differently-abled, culturally displaced or marginalized population).

c. With both the selected library-type and patron population in mind, design a reference service plan, and program with supporting resources to address this unique profile's specific information needs.

d. Your final plan (approximately 6-7 pages, double-spaced and including an annotated bibliography) should—
- Discuss the library type you chose and why;
- Discuss the user population you chose and why;
- Establish a context and background for the user population you selected;
- Discuss the impact of this user population on reference services;
- Discuss service enhancements and programs that may help engage the user population;
- Select and evaluate 12-15 print, multimedia, and/or electronic resources that address the information needs of the user population, and include these in an annotated bibliography (attached as an appendix to your paper); and
- Develop a special program for the user population that will introduce, orient and welcome the group into the information community (your program should note the budget, which is limited to $500).

Assignment 5: Pathfinder/LibGuide (upload copy to your digital portfolio for SLO 3A)
Due in draft form by beginning of week 13 (April 23) and in finalized form by end of week 14 (May 6) (create and post publicly using Springshare's LibGuides software)

a. Create an annotated libguide to reference resources in a subject area of your choosing (e.g., English Romantic poets, the labor movement in New York City in the 1920s-1930s, Shanghai in the 20th century, etc.).

b. Selected and annotate 20-30 print, multimedia, and publicly available electronic resources in your subject area.

c. Annotate each of these resources and include:
- Format
- Scope
- Authority
- Arrangement
- Attributes and drawbacks
- Outstanding, surprising or unique aspects
- Suggestions for improvement
- Other annotations relevant to the subject area or format and genre of the resource(s)

d. Students will use Springshare's *LibGuides* software (available through LIU Post Libraries license) and upload their finished libguides via Blackboard link for viewing and comment by entire class (see http://liu.cwp.libguides.com/palmerlibguides help page created by LIU Post Libraries as well as https://www.youtube.com/watch?v=g9cTGXXUEo4; more details on how to use this software to follow later in the semester).

e. Students will comment on each others' libguides in class and in a Blackboard discussion board forum during weeks 13-14 (April 23-May 6) and will have an opportunity to update and finalize their work before submitting it for grading by Sunday, May 6.

f. Refer to class readings on preparing and annotating bibliographies and selecting and evaluating information resources from week 4; libguides prepared by librarians at LIU/C.W. Post (http://liu.cwp.libguides.com/) and NYU (http://guides.nyu.edu/); and the following online resource from Purdue University Libraries on creating libguides: http://guides.lib.purdue.edu/c.php?g=352818&p=2377944.

APPENDIX B:
ADDITIONAL LIU GUIDELINES, POLICIES, PROCEDURES, AND TECHNICAL SUPPORT

CLASS PROTOCOLS AND NETIQUETTE
- Treat all course users with respect.
- It's fine to disagree, but do so with professional courtesy.
- When offering criticism in online portions of course, remember to also point out the positives and areas that are well done.
- Do not type online posts in ALL CAPS—it's the online equivalent of yelling.
- Stay on topic to avoid rambling.
- Look out for acronyms or jargon; spell things out the first time and then use the acronym.
- Use appropriate grammar, punctuation, and spelling.
- Text messaging shortcuts and emoticons should be used judiciously *(or you can tell the students not to use them—this is a matter of personal preference).*

ACADEMIC INTEGRITY
Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies

ANTI-HARASSMENT
Long Island University's anti-harassment/discrimination policy and complaint procedure can be accessed here: *http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy*

STUDENT SUPPORT SERVICES
Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see:
http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS

TECHNICAL SUPPORT
Blackboard is available at http://blackboard.liu.edu. For student help, go to:
https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student or access help directly from your course by selecting "Help" in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment.

IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at it@liu.edu or 718-488-3300 or 516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is available. Often, staff members are able to answer questions in the evening or on the weekends, but an immediate response is not guaranteed.

General Technology Guidelines: Students will need Internet access and a PC or Mac computer with the latest version of a web browser (Firefox, Internet Explorer, Chrome, Safari). For Adobe Connect meetings, students should run an audio test prior to meetings; a headset may reduce echoing sound. You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.
- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.